

Introduction to Tier 2 Behavioral Interventions

Check In Check Out (CICO) and Social Emotional Instructional Groups (SAIG)

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Goals

- Define the logic and core features of Targeted Interventions, and the specifics of the Check-in/Check-out (CICO) and Social Emotional Instructional Groups (SAIG) interventions
- Provide empirical evidence supporting CICO, and practical examples from local schools.
- Self-assess if CICO or SAIG is appropriate for your school
- Build action plan for CICO and/or SAIG implementation

Stages of Implementation

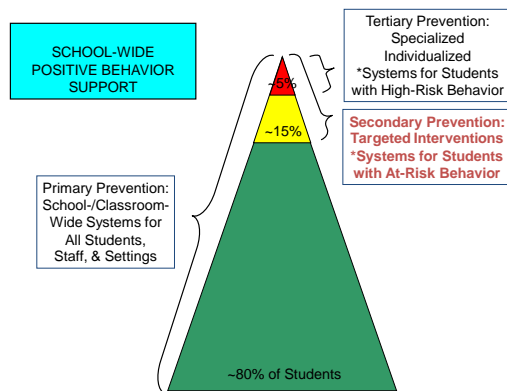
Implementation occurs in stages:

- Exploration
 - Installation
 - Initial Implementation
 - Full Implementation
 - Innovation
 - Sustainability
- 2 – 4 Years

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

CICO within School-wide MTSS

- All specialized interventions are more effective, and more durable, if they are done with school-wide behavioral expectations as a foundation.



Major Features of Targeted Interventions

- Intervention is continuously available
- Rapid access to intervention (72 hr)
- Very low effort by teachers
- Consistent with school-wide expectations
- Implemented by all staff/faculty in a school
- Home/school linkage
- Flexible intervention based on brief assessment
 - Brief Functional Assessment
- Adequate resources (admin, team)
 - weekly meeting, plus 10 hours a week for coordination
- Student chooses to participate
- Continuous monitoring for decision-making

Is Tier 1 on Target? Ready for Tier 2?



- Fidelity of Implementation Data for MTSS (PBISApps.org Evaluation Tools)
 - TIC (Team Implementation Checklist)
 - SET (Systems Evaluation Tool)
 - BoQ (Benchmarks of Quality)
 - SAS (Self-Assessment Survey)
 - BAT (Benchmarks of Advance Tiers)
- Student Outcome Data
 - Behavioral Data
 - Academic Data



PBIS Applications

SWIS Suite

SWIS Suite is a set of tools designed to assist school personnel to monitor progress within multi-tiered systems of support.

- SWIS (School-wide Information System)
- CICO-SWIS (Check In Check Out SWIS)
- ISIS-SWIS (Individual Student Information System)

PBIS Applications

PBIS Assessment

PBIS Assessment is designed to assist in high-fidelity, sustained implementation of school-wide positive behavioral interventions and supports (SWPBIS).

	Research Tools	Annual Assessment Tool	Progress Monitoring Tool
Universal System (Tier I)	SET EC BoQ	BoQ SAS	TIC
Secondary & Tertiary Systems (Tier II & III)	*ISSET	SAS BAT	MATT
Outcome Tool/Instrument: School Safety Survey			

* Tool to be included in future version

PBIS Applications

PBIS Evaluation

PBIS Eval is designed to assist state, regional, and district leadership teams to evaluate the breadth, depth, and impact of their SWPBIS efforts using data collected.

Activity: Fidelity Tools

Reflect on the National PBIS (MBI/MTSS) Fidelity Tools

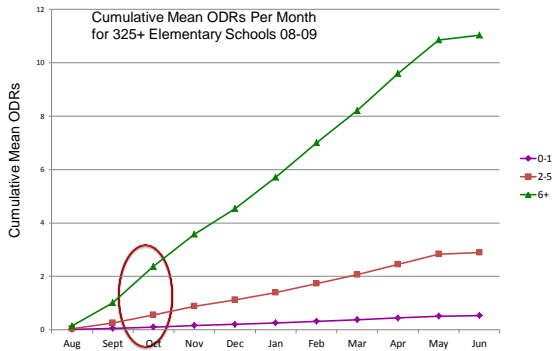
Discuss with your shoulder partner

- Do you use these supportive tools?
- What could they tell your team?
- What could you do next year to check your MTSS fidelity?
- Write down your response on your action plan.

Student Outcome Data

- Discipline Data
 - SWIS (School-wide Information System) Suites @PBISApps.org
 - Other Discipline Management Systems
- Student Engagement Data
 - Walk-Throughs for Classroom Management/ Instructional Strategies
 - Time on Task
 - Attendance/Tardy
- Academic Data

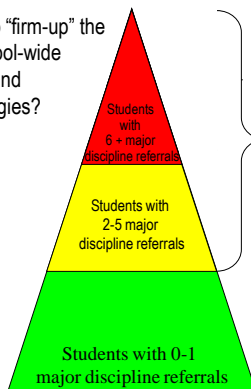
(Frank, McIntosh, & May, 2010)



High quality academic instruction (e.g., content matched to student success level, frequent opportunity to respond, frequent feedback) by itself can reduce problem behavior.

(Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2001; Sanford, 2006)

Why do we need to “firm-up” the foundation for School-wide Behavior Support and Instructional Strategies?



Not enough resources to address needs of student who exhibit behavior problems

5 Critical Features of Successful Classroom Management

- 1. Classroom Structure
- 2. Classroom Expectations
- 3. Active Engagement of Students
- 4. Acknowledgement of Appropriate Behavior
- 5. Response to Inappropriate Behavior

7r Classroom Management Checklist

1. Classroom Structure

- Develop clear, **predictable** routines
 - *Teacher routines
 - *Student routines
- Design classroom to minimize crowding, distraction, and conflict
 - *Arrange for easy traffic flow
 - *Adequate supervision in all areas
 - *Staff areas off limits to students
 - *Seating arrangements

2. Classroom Expectations

- Establish classroom behavioral expectations/rules
 - * Base classroom expectations on MTSS school-wide expectations
 - * State positively
 - * Tell **what you want them to do**, rather than what you don't want
 - * Post in the room

Rules Within Routines Matrix

- Can use a matrix format to teach expectations in the context of routines
- Use examples and non-examples
- Use **pre-corrections** - remind students before problems arise

Routines Matrix

- Customize your matrix for your classroom.

Routines:	Entering Classroom	Seat Work	Small Group Activity	Direct Instruction	Bathroom Breaks	Leaving Classroom
Rules:						
Respect						
Responsibility						
Safety						

Active Supervision Is Key

- Involves:
 - **Moving** around the room
 - **Scanning** the room
 - **Interacting** with students
 - o Reinforcing
 - o Correcting

3. Active Engagement of Students

- Provide high rates of opportunities to respond
- Range of evidence-based practices that promote active engagement:
 - Direct instruction
 - Computer-assisted instruction
 - Class-wide peer tutoring
 - Guided notes
 - Response cards (i.e. white boards, pre-printed cards, etc.)

4. Acknowledgement of Appropriate Behaviors

- Specific and contingent praise
- Group contingencies
- Behavior contracts (group or individual)
- Token economy

5. Response to Inappropriate Behavior

- Error corrections
 - Remove emotion from situation (i.e. “Here’s what I saw; here’s what I’d like to see.”)
 - Neutral voice
 - Be specific; reference classroom rules
 - Correct the same way you would correct instruction errors

Activity: Review the 7r

Discuss with your shoulder partner:

- Do you have similar classroom support checklists?
- How might this checklist help your building meet student needs at Tier 1?
- Note your thoughts on your action plan

Responding to Problem Behavior in Schools: The Behavior Education Program

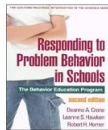
Second Edition

A comprehensive book by Deanne A. Crone,
Robert H. Horner, and Leanne S. Hawken.

Guilford Press ISBN 978-1-60623-600-0 Cat. #3600

List Price: \$35.00

www.guilford.com



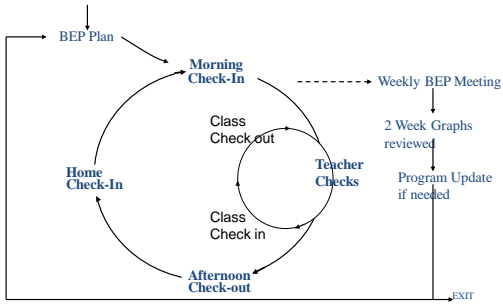
published in 2010

One Intervention: Many Names

Check-in/Check-out is also referred to as:

- The Behavior Education Program (BEP)
- Check, Connect, and Expect
- Hello, Update, Goodbye (HUG)

BEP/Check-in Check-out Cycle



Activity: View the Training DVD

- Take a few notes on each section of the DVD
 - Student Selection
 - Systems Set up
 - Morning Check in
 - Teacher Check in
 - End of Day Check out
 - Home connection
 - Data
 - Evaluation and Revision or Graduation

CICO Record

Name: _____ Date: _____
0 = Need work, 1 = "OK" 2 = Nice Job

	Safe			Responsible			Respectful		
Check In	0	1	2	0	1	2	0	1	2
Before Recess	0	1	2	0	1	2	0	1	2
Before Lunch	0	1	2	0	1	2	0	1	2
After Recess	0	1	2	0	1	2	0	1	2
Check Out	0	1	2	0	1	2	0	1	2
Today's goal				Today's total points					

HAWK Report

Date _____ Student _____ Teacher _____

0 = Not Yet 1= Good 2= Excellent	Be Safe	Be Respectful	Be Your Personal Best		Teacher initials
	Keep hands, feet, and objects to self	Use kind words and actions	Follow directions	Working in class	
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Recess	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Lunch	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Recess	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Total Points = Points Possible =		Today _____%		Goal _____%	
50					

Daily Progress Report

Goals	1/5			2/6			3/7			HR			4/8		
Be respectful	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
Be responsible	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
Keep Hand & Feet to Self	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
Follow Directions	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
Be There – Be Ready	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
TOTAL POINTS															

Why does CICO work?

- **Improved structure**
 - Prompts are provided throughout the day for correct behavior.
 - System for linking student with at least one positive adult.
 - Student chooses to participate.
- **Student is “set up for success”**
 - First contact each morning is positive.
 - “Blow-out” days are pre-empted.
 - First contact each class period (or activity period) is positive, and sets up successful behavioral momentum.
- **Increase in contingent feedback**
 - Feedback occurs more often.
 - Feedback is tied to student behavior.
 - Inappropriate behavior is less likely to be ignored or rewarded.

Why does CICO Work?

- **Program can be applied in all school locations**
 - Classroom, playground, cafeteria (anywhere there is a supervisor)
- **Elevated reward for appropriate behavior**
 - Adult and peer attention delivered each target period
 - Adult attention (and tangible) delivered at end of day
- **Linking behavior support and academic support**
 - For academic-based, escape-maintained problem behavior incorporate academic support
- **Linking school and home support**
 - Provide format for positive student/parent contact
- **Program is organized to morph into a self-management system**
 - Increased options for making choices
 - Increased ability to self-monitor performance/progress

Logistics for Setting up a CICO program

- **Faculty and staff commitment**
 - Is problem behavior a major concern?
 - Are staff willing to commit 5 min per day?
 - Is CICO a reasonable option for us?
 - More than 5 students need extra support
 - CICO is designed to work with 10-12% of kids in a school
 - CICO typically "works" with 67% of students.
 - CICO does NOT replace need for individualized supports.
- **Team available**
 - Team leader
 - CICO coordinator (morning, afternoon)
 - Team (meets at least once every two weeks)

Logistics for Setting up a CICO program

- **School-wide PBS in place**
 - School-wide expectations defined and taught
 - Reward system operating
 - Clear and consistent consequences for problem behavior
- **Process for identifying a student who may be appropriate for CICO**
 - Student is not responding to SWPBS expectations
 - Request for Assistance
 - Student finds adult attention rewarding
 - Student is NOT in crisis.

Logistics for Setting up a CICO program

- **Daily CICO progress report card**

- Same expectations for all
- Common schedule
- All staff taught rules for accepting, completing and returning the card.

- **Home report process**

- Can be same as progress card
- Can be a unique reporting form

CICO Home Report

Name: _____
Date: _____

_____ I met my goal today _____ I had a hard day

One thing I did really well today was: _____

Something I will work on tomorrow is: _____

Comments: _____

Parent/Guardian Signature: _____
Comments: _____

Logistics for Setting up a CICO program

- **Trading menu**

- Reward for collecting and turning in daily progress card
- Reward for meeting daily goal
- Exchange system for points earned

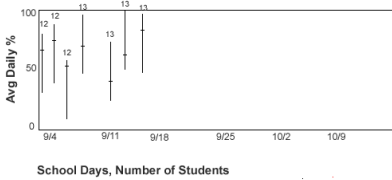
- **Collecting, summarizing and using data**

- Daily updates
- Weekly review by team
- Referral to advanced support structure for individualized interventions.

Check-in Check-out Embedded Within SWIS

CICO School-wide Report

September 4 - October 13, 2006



School Days, Number of Students

Building the Basic Cycles

- **Morning Check-in Routine**
 - Teaching students when, when, how
 - Teaching check-in coordinator
 - » Assess
 - » Reward
 - » Set-up or Redirect
- **Teacher Check-in/Check-out Routine**
 - Teach students when, when, how
 - Teaching staff/faculty
 - » Reward
 - » Set-up for success, positive momentum
 - » Evaluation

Building the Basic Cycles

- **Afternoon Check-out Routine**
 - Teach students when, where, how
 - Teach CICO coordinator data collection, acknowledge success, encourage improvement.
 - Consider self-recording system for older students
- **Family Review Routine**
 - Teach students when, where, how
 - Teach family only to acknowledge success, sign

Building the Basic Cycles

- **Trading Menu/ Process**

- Reward for collecting and turning in daily progress report information
- Reward for meeting daily goal
- Exchange system for points earned?

Building the advanced cycles

- **Planning for success**

- How does student move off CICO?
- Adding self-management options to CICO

- **Moving from CICO to individualized behavior support.**

- Functional behavioral assessment
- Comprehensive behavior support

- **Substitute Teacher use of CICO**

- How will substitutes learn about CICO routine?

- **Extending CICO to playground, cafeteria, bus area**

Plan for the future:

We want self-managers

- Embed self-management strategies as driven by the data
 - Use natural signals for monitoring as much as possible
 - Self-monitor
 - Self-record, check for accuracy
 - Fewer check points during the day
 - Maintain AM and PM times for awhile
 - Manage own CICO account
 - Have once a week CICO for graduated students
 - Allow graduated students to attend with CICO Newcomers for their first week

Assessing of CICO is right for your school

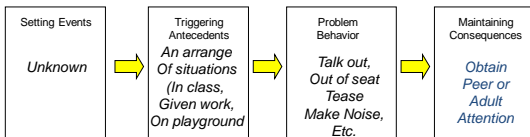
- What do Targeted Interventions do?
 - Increase access to adult attention
 - Increase access to peer attention
 - Increase access to activity choice
 - Acceptable options for avoiding aversive activities
 - Acceptable options for avoiding aversive social
 - Increased structure (prompts for approp behavior)
 - Structured times for feedback (5 per day)
 - Enhanced home-school communication
 - Development of self-management skills

CICO Self-Assess

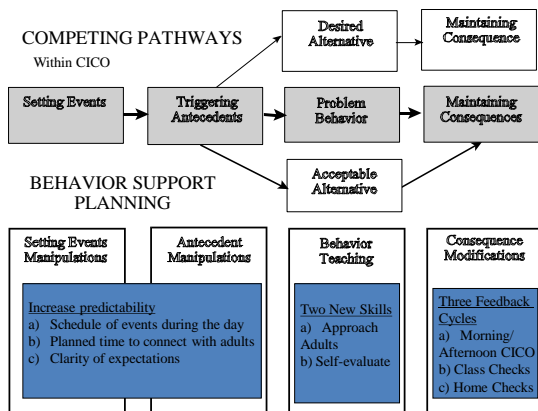
Activity: Check-in/ Check-out Self-Assessment

- Individually score the elements of the CICO Self-Assessment
 - In place; In progress; Not in place
- As a team review your ratings, and agree on a single summary for the school
- For elements not scored as “in place” define the actions that will move you toward implementation. Who will do what, when?
- Define a schedule for meeting to review progress and implement your CICO plan.

Assumed FBA Summary Statement When CICO is used

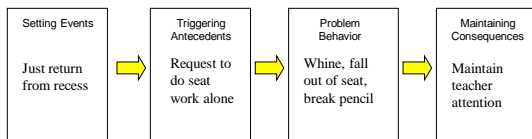


Note: CICO was designed on the assumption that problem behavior is being maintained by attention. And a KEY ASSUMPTION is that attention from at least some adults is highly valued.



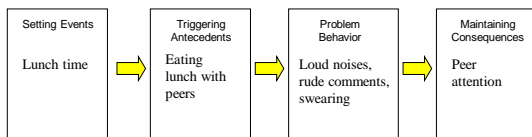
FBA Summary Statement:
Would you expect CICO to be Effective?

Third Grader



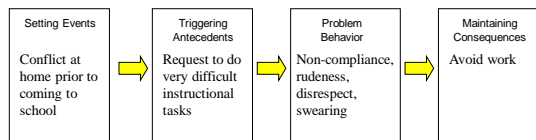
FBA Summary Statement:
Would you expect CICO to be Effective?

Fourth Grader who Finds Adult Attention Very Rewarding



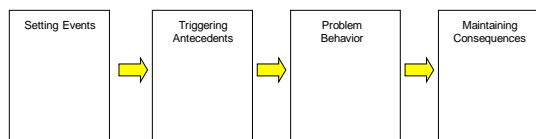
FBA Summary Statement: Would you expect CICO to be Effective?

Fourth Grader who is very isolated, and does not interact with adults unless required to do so.



FBA Summary Statement

Provide Two Hypotheses: One that is a "fit" for CICO and one that is not a "fit"



Summary

- Targeted interventions
 - Highly Efficient, structured support
- CICO is one option
 - Assess for whom it will work
 - Enlist whole faculty involvement
- CICO may need supplement from higher level, function-based support systems

Social and Academic Instructional Groups

Daily Progress Report (DPR) Sample

NAME: _____ DATE: _____
 Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement in relation to the following sets of expectations/behaviors.

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
Be Safe	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

Adapted from Grant Middle School STAR CLUB

“Social & Academic Instructional Groups”

Daily Progress Report (DPR) Sample

NAME: _____ DATE: _____
 Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement in relation to the following sets of expectations/behaviors.

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
Be Safe Walk to class Keep hands to self	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Use appropriate language Raise hand to speak	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Bring materials Fill out assignment notebook	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

Adapted from Grant Middle School STAR CLUB

Daily Progress Report (DPR) Sample

"Individualized
Student Card
After
FBA/BIP"

NAME: _____ DATE: _____

Teachers please indicate YES (2), NO/NO (1), or NO (0) regarding the student's achievement in relation to the following sets of expectations/behaviors.

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
Be Safe Use your words Use deep breathing	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Keep arm's distance Use #2 voice level when upset	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Ask for breaks Self-monitor with DPR	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

Adapted from Grant Middle School STAR CLUB

Social/Academic Instructional Groups

- Three types of skills-building:
 - Pro-social skills** (replacement behaviors for avoidance, withdrawal, etc.) *Friendship Skills/Social Awareness/Relationship Building*
 - Problem-solving skills** (replacement behaviors for fighting, arguing, etc.) *Conflict Resolution Skills/Anger Management Skills/Self Management*
 - Academic Behavior skills** (replacement behaviors for getting out of seat, poor study habits, talking out during instruction, etc.) *Study/Organizational Skills/Focus/Self-Management Skills/Responsible Decision-Making*

3 Keys to Successful S/AIG's

- Have a Roadmap/Template**
 - Skills that are taught need to be pinpointed before choosing "curriculum" and are clear enough that teachers can pre-correct, shape and reinforce for generalization in classroom
 - ie. "Working on expressing feelings" equates to "Using 'I' messages" on DPR form
- Pay attention if you are choosing to use pieces of a packaged curriculum rather than your already created universal behavior lesson plans.**
 - Differentiate between stand-alone curriculum and curriculum made to have lessons build upon one another
 - ie. Stand alone curriculum can be used
 - *Skills Streaming*
 - *Second Step*
 - ie. Curriculum that builds upon previous lessons – use with caution
 - *ART*
- Build S/AIGs on top of a strong universal curriculum**

Pro-Social Skills - Friendship

From Skill Streaming

- Introducing Yourself
- Beginning a Conversation
- Ending a Conversation
- Joining In
- Playing a Game
- Asking a Favor
- Offering Help to a Classmate
- Giving a Compliment
- Accepting a Compliment
- Suggesting an Activity
- Sharing
- Apologizing

From Strong Kids (Grades 3-5)

- About My Feelings
- Ways of Showing Feelings

Problem-Solving Skills

From Skill Streaming

- Knowing Your Feelings
- Expressing Your Feelings
- Recognizing Another's Feelings
- Showing Understanding of Another's Feelings
- Expressing Concern for Another
- Dealing with Your Anger
- Dealing with Another's Anger
- Expressing Affection
- Dealing with Fear
- Rewarding Yourself
- Using Self-Control
- Asking Permission
- Responding to Teasing
- Avoiding Trouble
- Staying Out of Fights
- Problem Solving
- Accepting Consequences
- Dealing with an Accusation
- Negotiating

From The Peace Curriculum

- Using Positive Self-Talk to Control Anger
- Homework #3 Anger Control: Consequences for Your Actions
- Keeping Out of Fights

Academic Behavior Skills

From Skill Streaming

- Listening
- Asking for Help
- Saying Thank You
- Bringing Materials to Class
- Following Instructions
- Completing Assignments
- Contributing to Discussions
- Offering Help to an Adult
- Asking a Question
- Ignoring Distractions
- Making Corrections
- Deciding on Something to Do
- Setting a Goal

From Getting Organized Without Losing It

- Homework Checklist
- After School Scheduler
- 9 Great Reasons to Use a Student Planner

5 Types of Mentoring

Elements of Effective Practice (appendix section iv)

- Traditional One-to-One Mentoring (*one adult to one young person*)
- Group Mentoring (*one adult to up to four young people*)
- Team Mentoring (*several adults working with small groups of young people (1 to 4 ratio)*)
- Peer Mentoring (*caring youth mentoring other youth*)
- E-mentoring (*mentoring via e-mail and the Internet*)

Mentoring Fueled from

“...importance that positive relationships with extra-familial adults promotes resiliency among youth from at-risk backgrounds.”

Rhodes, 1994



Activities of Mentoring

Relationships & Tasks
(Developmental) (Instrumental)
(Karcher et al. 2006)



What Makes Mentoring Work

Rhodes/Research Corner at Mentoring.org

1. Conducting reasonably intensive screening of potential mentors
2. Making matches based on interests that both the mentor and mentee share
3. Providing more than 6 hours of training for mentors
4. Offering post-match training and support
5. Tie to school-wide expectation
6. Provide mentor with content support

Resources

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